

Appendix A-1
Panel Materials for Eastern Kentucky School Level Panel Meetings
Richmond, Kentucky
January 7-8, 2003

Baker, Glen	Owsley Co.
Barrowman, Jerry	Fayette Co.
Burke, Edwina	Perry Co.
Caldwell, Jennifer	Grant Co.
Chapman Dosha	Breathitt Co.
Clouse, Jane	Madison Co.
Cummins, David	Laurel Co.
Evans, Jimmy	Lee Co.
Forman, Belinda	Lewis Co.
Johnson, Charlene	Pendleton Co.
Kiser, Corintha	Scott Co.
Meade, Alesia	Floyd Co.
Moore, Leslie	Ashland Ind.
Stafford, Rob	Owen Co.
Stevens, Bodie	Nicholas Co.
Varner, Jenny Lynn	Harrison Co.
Watson, Arkivi	Campbell Co.



**Kentucky Adequacy Study
Eastern Kentucky Professional Judgment Panel Meeting
January 7-8, 2003**

Dear Professional Judgment Panel Members:

Thank you for agreeing to participate in this important project to estimate the costs of an adequate education in Kentucky. You are part of a process that will eventually include nine separate panels (three of which are meeting today and tomorrow) that will help us define the resources necessary to establish an educational program that will insure our state meets the Kentucky Board of Education's goal that all schools will perform at or above the proficient level on the statewide accountability index by the year 2014.

The first step in reaching this ambitious goal is to understand what resources are needed to provide an education that allows all Kentucky school children to perform at high levels. One of the most successful ways of reaching this understanding is to rely on professionals in the education community to help define what schools that can achieve this goal might look like.

Your task today and tomorrow will be to develop a prototype school (elementary, middle or high school depending on the group to which you are assigned), and estimate the resources needed to operate that school.

The State Department of Kentucky has contracted with Lawrence O. Picus and Associates to conduct these meetings and to then take the information provided and develop an estimate of the cost of implementing these models statewide. The team of Larry Picus, Allan Odden and Mark Fermanich has many years of experience in working with states and school districts on issues of school finance. We are confident that the process you will participate in today will help us continue the progress begun with the passage of SEEK over a decade ago.

Thank you again for taking time from your busy lives and your work to help with this project.



AGENDA

Kentucky Adequacy Study Eastern Kentucky Professional Judgment Panel Meeting January 7-8, 2003

TUESDAY JANUARY 7, 2003

10:00 AM Welcome and Introductions

Purpose of Professional Judgment Panels
Role of panelists in an Adequacy Study
Overview of activities

**10:30 –
1:00 PM** School level panel groups (elementary, middle and high school)

Review initial task (school design)
Understanding of KY Board of Education's Strategic Plan
Begin design of prototype school

**1:00 –
2:00 PM** Lunch

**2:00 –
4:00 PM** Continue meetings in panel groups

Refine prototype model
Specify resources needed to operate the school
Begin discussions of adjustments for schools with different student and/or school characteristics

**4:00 –
5:00 PM** Reconvene all panels for review of progress

5:00 Adjourn for the day

Continued on next page



AGENDA

Kentucky Adequacy Study Eastern Kentucky Professional Judgment Panel Meeting January 7-8, 2003

WEDNESDAY JANUARY 8, 2003

9:00 – Reconvene in school type panels

11:30 AM

Discuss adjustments for student and school characteristics

Consider district support functions needed to make prototype school functional

11:30 – Final full group discussion

12:00 Noon

Reflection on outcomes

Evaluation of process



INSTRUCTIONS TO PROFESSIONAL JUDGMENT PANEL MEMBERS

You are a member of one of three panels meeting today. Each panel is being asked to design a prototype school (elementary, middle or high school). The model you develop is hypothetical; the school does not currently exist, and may never actually be built. The purpose of developing the prototype school is to specify the resources that these schools should have if they are to meet the Kentucky goal of proficiency in the state's accountability index by the year 2014.

In addition to the members assigned to your group, one representative from Lawrence O. Picus and Associates will help facilitate your discussion and take notes. We have a set of forms on our computers that each group needs to complete as part of their discussions.

It is entirely up to you to decide what size the school should be (you will have an opportunity later in the day to discuss how the resources you recommend might be adjusted for smaller and larger schools), and how the educational program at the school might be organized. You can assume that the school has an average percentage of children requiring special education services, and who come from low income families. A fact sheet is provided in your folder to help you determine what those figures are.

Included in your folder is a list of the seven capacities of an efficient system of common schools as identified by the Kentucky Supreme Court, and a copy of the Kentucky Board of Education's strategic plan which lays out three major goals and a number of sub-goals within each goal.

We want you to use your knowledge and experience to organize personnel, supplies and materials, technology and any other resources in a way your group is confident will produce student learners who can meet the standards of the Kentucky accountability system.

Any assumptions that your group makes should be clearly delineated in your model description. In addition, you should assume the following:

- ?? The percentage of students with special needs or who come from families with low incomes is reflective of the state average. This information is provided on the attached fact sheet.

- ?? The school can attract and retain qualified personnel and you can employ them on a part time basis if necessary.
- ?? The prototype school has sufficient space to meet the facility needs of your plan. Don't worry about the need to build new facilities, assume they are available, but be sure to carefully specify exactly what the school needs so we can estimate the costs of actually providing those facilities for schools.
- ?? You are not concerned with the revenue side of the equation. For now, just build the best school you can, and don't focus on local/state/federal funds and/or the requirements for receiving them. Assume all the revenue necessary will be available.
- ?? Feel free to create new programs and/or services that you believe are needed to address the needs of Kentucky's school children. Assume that those program are in place today.
- ?? We encourage you to be creative in your design. Don't feel constrained by the current organization of schools if you think alternative designs or structures would better serve the needs of Kentucky's children.

?? In your deliberations, be sure to consider the following factors:

~~✍~~ Administration (school site and central district)

~~✍~~ Regular classroom instruction, including staff and materials

~~✍~~ Specialist instruction in art, music, library, etc.

~~✍~~ Planning and preparation time for teachers, including staff and materials

~~✍~~ Extra help for:


- Students from low income backgrounds
- ESL students
- Disabled students
- Other categories of special needs, if any


~~✍~~ Pupil support (guidance, psychologists, social workers, etc.)

~~✍~~ Professional development

~~✍~~ Office help

~~✍~~ Operations and maintenance

 Food services

 Other materials, technology, if any

 Other

?? At the high school level, you might also consider:

- Clubs and other extra curricular activities
- Athletic program



Fact Sheet for Kentucky Professional Judgment Panels

All Data are for 2001-02 unless otherwise noted

Number of districts	176 (16 female superintendents; 160 male; no minorities)
Number of public school teachers (full-time equivalent)	40,374.43 (pre-kindergarten - 435.38; primary - 4,308.79; elementary - 12,658.47; secondary - 15,946.75; other - 7,025.04)
Number of public school teachers (actual head count)	40,972 (4.2% minority)
Number of public school students (actual headcount of enrolled students on the last day of the school year)	646,830 (12.4% minority)
Total number who hold certifications	105,076
Number of employed certified staff	47,384.47
Number of classified staff (full-time equivalent)	46,902.52
Length of school year	185 days (includes 4 days of professional development; 4 holidays; 2 planning days)
Number of districts with alternative calendars	33 (Individual schools in Fayette, Jefferson and Adair Counties also have alternative calendars.) [2002-03]
State dropout rate	4.79% [2000-01]
State retention rate	3.68% [2000-01]
State attendance rate	94.15% [2000-01]
Percentage of high school graduates attending college, vocational/technical schools, entering the military, employed or a combination of the above	95.11% [2000-01]
Number of full-day kindergarten programs	604
Number of half-day kindergarten programs	194
Students served in Extended School Services programs	204,135 [1999-2000] (31.6%)
Number of exceptional children ages 3-5	17,747 (2.7%)
Number of exceptional children ages 6-21	80,399 (12.4%)
Students to modern high-performance computers ratio	5.8-1 (meets goal of 6-1)
Teachers to modern high-performance computers ratio	1.2-1 (goal is 1-1)
Percentage of networked schools with Internet access	99.5% (all 176 district offices have access to e-mail and Internet)

Percentage of schools using e-mail	100%
Percentage of classrooms with direct dial-in/out telephone access	81%
Number of Highly Skilled Educators	146 (56 assigned)
Number of students eligible for free school meals	253,812 (39.2%)
Number of students eligible for reduced-price school meals	59,134 (9.1%)
Pre-kindergarten (preschool) children enrolled in state funded programs	17,701 (2.7%)
Number of public school students transported daily on school buses	428,325 (66.2%)
Number of public schools operating Title I projects	865
Number of students participating in Title I projects	292,947 [2000-01] (45.3%)
Number of schoolwide Title I programs (those that serve all students in a school)	689
Number of home schools	8,603
Number of home schooled students	13,013

Source: Kentucky Department of Education,
<http://www.kde.state.ky.us/comm/mediarel/facts.asp> December 27, 2002



**Seven Capacities of an Efficient System of Common Schools
As established by the Kentucky Supreme Court in
Rose v. Council for Better Education, Inc.,
790 S.W.2d 186 (Ky. 1989)**

In its ruling, the Kentucky Supreme Court said that all students should have access to an adequate education program, and included the following language about what such a program would include:

- ?? Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;
- ?? Sufficient knowledge of economic, social and political systems to enable the student to make informed choices;
- ?? Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation;
- ?? Sufficient self-knowledge and knowledge of his or her mental and physical wellness;
- ?? Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- ?? Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and
- ?? Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

Appendix A-2
Panel Materials for Western Kentucky School Level Panel Meetings
Bowling Green, Kentucky
January 22-23, 2003

Buster, Katina
Carver, Rick
Diamond, Stacy
Dill, Marilyn
Fox, Betty
Hulme, Paulette
James, Janice
Morris, Janet
Porter, Rosemary
Saderholm, Jon
Scarbrough, Beth
Smith, Leon
Ternes, Nan

Barren Co.
Muhlenberg Co.
Henry Co.
Murray Ind.
Union Co.
Caldwell Co.
Jefferson Co.
Jefferson Co.
Nelson Co.
Spencer Co.
Mayfield Ind.
Washington Co.
Hopkins Co.



**Kentucky Adequacy Study
Western Kentucky Professional Judgment Panel Meeting
January 22-23, 2003**

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AGENDA

Kentucky Adequacy Study Western Kentucky Professional Judgment Panel Meeting January 22-23, 2003

WEDNESDAY JANUARY 22, 2003

10:00 AM Welcome and Introductions

Purpose of Professional Judgment Panels
Role of panelists in an Adequacy Study
Overview of activities

**10:30 –
1:00 PM** School level panel groups (elementary, middle and high school)

Review initial task (school design)
Understanding of KY Board of Education's Strategic Plan
Begin design of prototype school

**1:00 –
2:00 PM** Lunch

**2:00 –
4:00 PM** Continue meetings in panel groups

Refine prototype model
Specify resources needed to operate the school
Begin discussions of adjustments for schools with different student and/or school characteristics

**4:00 –
5:00 PM** Reconvene all panels for review of progress

5:00 PM Adjourn

6:00 PM Dinner – Details to be announced at end of session

Continued on next page



AGENDA

Kentucky Adequacy Study Western Kentucky Professional Judgment Panel Meeting January 22-23, 2003

THURSDAY JANUARY 23, 2003

9:00 – Reconvene in school type panels

11:30 AM

Discuss adjustments for student and school characteristics

Consider district support functions needed to make prototype school functional

11:30 – Final full group discussion

12:00 Noon

Reflection on outcomes

Evaluation of process



INSTRUCTIONS TO PROFESSIONAL JUDGMENT PANEL MEMBERS

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- ?? Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- ?? Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and
- ?? Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

Appendix A-3
Panel Materials for District Level Panel Meetings
Lexington, Kentucky
February 12, 2003

Austin, Jacqueline	Jefferson Co.
Bieber, Utona	Nelson Co.
Chance, Monte	Franklin Co.
Dick, Shirley	Somerset Ind.
Gold, Joe Dan	Morgan Co.
Graves, Larry	Washington Co.
Haselton, Blake	Oldham Co.
Hensley, Gary	Harlan Co.
Howard, Sean	Russell Ind.
Kalb, Sally	Mason Co.
Mann, Brenda	Adair Co.
Pensol, David	Rockcastle Co.
Ratliff, Nancy	Pike Co.
Riffle, Lucy	Erlanger Ind.
Shadowen, Ken	Christian Co.
Spillman, Danny	Bowling Green Ind.
Tapp, Larry	Carroll Co.
Vick, Larry	Owensboro Ind.
Wright, John	McCracken Co.



**Kentucky Adequacy Study
District Level Professional Judgment Panel Meeting
February 12, 2003**

Dear Professional Judgment Panel Members:

Thank you for agreeing to participate in this important project to estimate the costs of an adequate education in Kentucky. You are part of a process that will eventually include nine separate panels (two of which are meeting today) that will help us define the resources necessary to establish an educational program that will insure our state meets the Kentucky Board of Education's goal that all schools will perform at or above the proficient level on the statewide accountability index by the year 2014.

The first step in reaching this ambitious goal is to understand what resources are needed to provide an education that allows all Kentucky school children to perform at high levels. One of the most successful ways of reaching this understanding is to rely on professionals in the education community to help define what schools that can achieve this goal might look like.

Previous panels have provided descriptions of prototype schools at the elementary, middle and high school levels. Your task today will be to review those models and make suggestions for modification, and to develop a set of district standards or characteristics that will provide sufficient administrative support to allow schools with these designs to succeed. We will also ask how you would modify that design for small and large districts, and to provide some estimates of the resources required at the district level.

The State Department of Kentucky has contracted with Lawrence O. Picus and Associates to conduct these meetings and to then take the information provided and develop an estimate of the cost of implementing these models statewide. The team of Larry Picus, Allan Odden and Mark Fermanich has many years of experience in working with states and school districts on issues of school finance. We are confident that the process you will participate in today will help us continue the progress begun with the passage of SEEK over a decade ago.

Thank you again for taking time from your busy lives and your work to help with this project.



AGENDA

**Kentucky Adequacy Study
District Level Professional Judgment Panel Meeting
February 12, 2003
8:00 AM to 5:00 PM**

- 8:00 AM** Welcome and Introductions
- Purpose of Professional Judgment Panels
Role of panelists in an Adequacy Study
Overview of activities
- 9:00 AM – 12:00 Noon** Meet in two separate groups to review the school prototype designs
- Elementary
Middle
High School
- Consider designs prepared by the school level panels.
Make recommendations for modifications and/or additions as appropriate
- Initial discussion on district resources needed to support school designs
- 12:00 Noon – 1:00 PM** Lunch
- 1:00 – 2:30 PM** Continue meetings in panel groups
- Specify resources needed at the district level to support school designs
- 2:30 – 2:45 PM** Break
- 2:45 – 4:15 PM** Continue meeting in panel groups
- Discussion of adjustments for district characteristics
Size, Location, Etc.
- 4:15 – 5:00 PM** Reconvene both groups to share results
- 5:00 PM** Adjourn



INSTRUCTIONS TO PROFESSIONAL JUDGMENT PANEL MEMBERS

You are a member of one of two panels meeting today. Each panel is being asked to develop specifications for a school district to support three prototype school designs (elementary, middle or high school). You will be provided with written descriptions of the prototype school designs that were developed by panels that met in Richmond and Bowling Green Kentucky in January. The model you develop is hypothetical; the schools and the districts that support them do not currently exist, and may never actually be built. The purpose of developing the prototype district is to specify the resources that school districts should have to support the prototype schools so they can meet the Kentucky goal of proficiency in the state's accountability index by the year 2014.

In addition to the members assigned to your group, one representative from Lawrence O. Picus and Associates will help facilitate your discussion and take notes. We have a set of forms on our computers that each group needs to complete as part of their discussions.

You will be asked to first review the prototype school designs developed by other Professional Judgment panels and make suggestions for modifications for the designs. Following that discussion, we will ask you to specify the types and level of district services that you think would be needed to support those schools so each can reach the proficient level in the Kentucky accountability index.

It is entirely up to you to decide what the district speculations should be (you will have an opportunity later in the day to discuss how the resources you recommend might be adjusted for smaller and larger schools), and how the programs of the school district might be organized. You can assume that the district has an average percentage of children requiring special education services, and who come from low income families. A fact sheet is provided in your folder to help you determine what those figures are.


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We want you to use your knowledge and experience to organize personnel, supplies and materials, technology and any other resources in a way your group is confident will enable the prototype schools to produce student learners who can meet the standards of the Kentucky accountability system.


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- ?? The district can attract and retain qualified personnel and you can employ them on a part time basis if necessary.
- ?? The prototype schools in the district have sufficient space to meet the facility needs of your plan. Don't worry about the need to build new facilities, assume they are available, but be sure to carefully specify exactly what the district needs are so we can estimate the costs of actually providing those facilities for schools.
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- ?? We encourage you to be creative in your design. Don't feel constrained by the current organization of schools and/or districts if you think alternative designs or structures would better serve the needs of Kentucky's children.
- ?? In your deliberations, be sure to consider the following factors:

-  Administration (school site and central district)

-  District support for regular classroom instruction, including staff and materials

-  District role in providing specialist instruction in art, music, library, etc.

-  Planning and preparation time for teachers, including staff and materials

-  Extra help for:

- Students from low income backgrounds
 - ESL students
 - Disabled students
 - Other categories of special needs, if any

~~✍~~ Pupil support (guidance, psychologists, social workers, etc.)

~~✍~~ Professional development

~~✍~~ Office help

~~✍~~ Operations and maintenance

~~✍~~ Food services

?? Student Transportation

?? School Business Services

?? School Board Expenditures

?? Other materials, technology, if any

?? Other District Expenditures and costs



Fact Sheet for Kentucky Professional Judgment Panels

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Number of public schools operating Title I projects	865
Number of students participating in Title I projects	292,947 [2000-01] (45.3%)
Number of schoolwide Title I programs (those that serve all students in a school)	689
Number of home schools	8,603
Number of home schooled students	13,013

Source: Kentucky Department of Education,
<http://www.kde.state.ky.us/comm/mediarel/facts.asp> December 27, 2002



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- ?? Sufficient knowledge of economic, social and political systems to enable the student to make informed choices;
- ?? Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation;
- ?? Sufficient self-knowledge and knowledge of his or her mental and physical wellness;
- ?? Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- ?? Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and
- ?? Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

Appendix A-4
Panel Materials for State Level Panel Meetings
Lexington, Kentucky
March 5, 2003

Adams-Rodgers, Lois	KDE
Binion, Gene	Elliott Co.
Brown, Ron	KDE
Flue, Don	Boyd Co.
France, Linda	Jessamine Co.
Goins, Susan	KDE
Hanner, Tim	KDE
Haun, Roland	Kentucky Association of School Superintendents
Helm, Marlene	Education, Arts and Humanities Cabinet
Kelly, Bill	Hardin Co.
Koch, Kyna	KDE
Lawler, Judy	Hart Co.
Nelson, Alice	Kentucky PTA
Osborne, Ken	Wolfe Co.
Ramos, Lou Ann	Prichard Committee
Shelton, Tom	Daviess Co.
Stofer, John	Ohio Co.
Strohmeier, Tom	Jefferson Co.
Wilhoit, Gene	KDE
Young, Wayne	Kentucky Association of School Administrators



**Kentucky Adequacy Study
State Level Professional Judgment Panel Meeting
March 5, 2003**

Dear Professional Judgment Panel Members:

Thank you for agreeing to participate in this important project to estimate the costs of an adequate education in Kentucky. You are part of a process that will eventually include nine separate panels that will help us define the resources necessary to establish an educational program that will insure our state meets the Kentucky Board of Education's goal that all schools will perform at or above the proficient level on the statewide accountability index by the year 2014.

The first step in reaching this ambitious goal is to understand what resources are needed to provide an education that allows all Kentucky school children to perform at high levels. One of the most successful ways of reaching this understanding is to rely on professionals in the education community to help define what schools that can achieve this goal might look like.

Previous panels have provided descriptions of prototype schools at the elementary, middle and high school levels, as well as at the district level. Your task today will be to review those models and make suggestions for modification, and to develop a set of state standards or characteristics that will provide sufficient support to allow schools with these designs to succeed. We will also ask how you would modify that design for small and large districts, and to provide some estimates of the resources required at the district level.

The State Department of Kentucky has contracted with Lawrence O. Picus and Associates to conduct these meetings and to then take the information provided and develop an estimate of the cost of implementing these models statewide. The team of Larry Picus, Allan Odden and Mark Fermanich has many years of experience in working with states and school districts on issues of school finance. We are confident that the process you will participate in today will help us continue the progress begun with the passage of SEEK over a decade ago.

Thank you again for taking time from your busy lives and your work to help with this project.



AGENDA

**Kentucky Adequacy Study
State Level Professional Judgment Panel Meeting
March 5, 2003
8:00 AM to 5:00 PM**

- 8:00 AM** Welcome and Introductions
- Purpose of Professional Judgment Panels
Role of panelists in an Adequacy Study
Overview of activities
- 9:00 AM – 12:00 Noon** Review the school and district prototype designs
- Elementary
Middle
High School
District Recommendations
- Consider designs prepared by the school and district level panels.
Make recommendations for modifications and/or additions as appropriate
- 12:00 Noon – 1:00 PM** Lunch
- 1:00 – 2:30 PM** Continue meetings in panel groups
- Specify resources needed at the state level to support school designs
- 2:30 – 2:45 PM** Break
- 2:45 – 4:15 PM** Discussion of adjustments for district characteristics
Size, Location, Etc.
- 4:15 – 5:00 PM** Final review of recommendations
- 5:00 PM** Adjourn



INSTRUCTIONS TO PROFESSIONAL JUDGMENT PANEL MEMBERS

You are a member of the final state level professional judgment panel. You will be asked to develop specifications for a state level and school district programs and resources to support three prototype school designs (elementary, middle or high school). You will be provided with written descriptions of the prototype school designs that were developed by panels that met in Richmond and Bowling Green Kentucky in January, as well as the district specifications developed at similar panel meetings in Lexington in February. The model you develop is hypothetical; the schools and the districts that support them do not currently exist, and may never actually be built. The purpose of developing the prototype district is to specify the resources that school districts should have to support the prototype schools so they can meet the Kentucky goal of proficiency in the state's accountability index by the year 2014.

In addition to the members assigned to your group, representatives from Lawrence O. Picus and Associates will help facilitate your discussion and take notes. We have a set of forms on our computers that each group needs to complete as part of their discussions.

You will be asked to first review the prototype school and district designs developed by other Professional Judgment panels and make suggestions for modifications for the designs. Following that discussion, we will ask you to specify the types and level of district services that you think would be needed to support those schools so each can reach the proficient level in the Kentucky accountability index.

It is entirely up to you to decide what the district speculations should be (you will have an opportunity later in the day to discuss how the resources you recommend might be adjusted for smaller and larger schools), and how the programs of the school district might be organized. You can assume that the district has an average percentage of children requiring special education services, and who come from low income families. A fact sheet is provided in your folder to help you determine what those figures are.

Included in your folder is a list of the seven capacities of an efficient system of common schools as identified by the Kentucky Supreme Court, and a copy of the Kentucky Board of Education's strategic plan which lays out three major goals and a number of sub-goals within each goal.


We want you to use your knowledge and experience to organize personnel, supplies and materials, technology and any other resources in a way your group is confident will

enable the prototype schools to produce student learners who can meet the standards of the Kentucky accountability system.


Any assumptions that your group makes should be clearly delineated in your model description. In addition, you should assume the following:

- ?? The percentage of students with special needs or who come from families with low incomes is reflective of the state average. This information is provided on the attached fact sheet.
- ?? The district can attract and retain qualified personnel and you can employ them on a part time basis if necessary.
- ?? The prototype schools in the district have sufficient space to meet the facility needs of your plan. Don't worry about the need to build new facilities, assume they are available, but be sure to carefully specify exactly what the district needs are so we can estimate the costs of actually providing those facilities for schools.
- ?? You are not concerned with the revenue side of the equation. For now, just build the best school district you can, and don't focus on local/state/federal funds and/or the requirements for receiving them. Assume all the revenue necessary will be available.
- ?? Feel free to create new programs and/or services that you believe are needed to address the needs of Kentucky's school children. Assume that those program are in place today.
- ?? We encourage you to be creative in your design. Don't feel constrained by the current organization of schools and/or districts if you think alternative designs or structures would better serve the needs of Kentucky's children.
- ?? In your deliberations, be sure to consider the following factors:

-  Administration (school site and central district)

-  District support for regular classroom instruction, including staff and materials

-  District role in providing specialist instruction in art, music, library, etc.

-  Planning and preparation time for teachers, including staff and materials

-  Extra help for:

- Students from low income backgrounds
 - ESL students
 - Disabled students

- Other categories of special needs, if any

~~✍~~ Pupil support (guidance, psychologists, social workers, etc.)

~~✍~~ Professional development

~~✍~~ Office help

~~✍~~ Operations and maintenance

~~✍~~ Food services

?? Student Transportation

?? School Business Services

?? School Board Expenditures

?? Other materials, technology, if any

?? Other District Expenditures and costs

?? The level and types of state support needed by the schools



Fact Sheet for Kentucky Professional Judgment Panels

All Data are for 2001-02 unless otherwise noted

Number of districts	176 (16 female superintendents; 160 male; no minorities)
Number of public school teachers (full-time equivalent)	40,374.43 (pre-kindergarten - 435.38; primary - 4,308.79; elementary - 12,658.47; secondary - 15,946.75; other - 7,025.04)
Number of public school teachers (actual head count)	40,972 (4.2% minority)
Number of public school students (actual headcount of enrolled students on the last day of the school year)	646,830 (12.4% minority)
Total number who hold certifications	105,076
Number of employed certified staff	47,384.47
Number of classified staff (full-time equivalent)	46,902.52
Length of school year	185 days (includes 4 days of professional development; 4 holidays; 2 planning days)
Number of districts with alternative calendars	33 (Individual schools in Fayette, Jefferson and Adair Counties also have alternative calendars.) [2002-03]
State dropout rate	4.79% [2000-01]
State retention rate	3.68% [2000-01]
State attendance rate	94.15% [2000-01]
Percentage of high school graduates attending college, vocational/technical schools, entering the military, employed or a combination of the above	95.11% [2000-01]
Number of full-day kindergarten programs	604
Number of half-day kindergarten programs	194
Students served in Extended School Services programs	204,135 [1999-2000] (31.6%)
Number of exceptional children ages 3-5	17,747 (2.7%)
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